3071
14.12.84

UNIT TEST IN ENGLISH FOR CLASS - XI

XI

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14.12.84.

UNIT TESTS IN ENGLISH
FOR CLASS XI

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FOR CLASS XI

For English Reader, Part I
prescribed by
the Central Board of Secondary Education for the Core Course
in English

MAMTA AGRAWAL

S.C.E.R.T., West Bengal
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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
National Council of Educational Research and Training

May 1983
Jyaistha 1905

P.D.2T—SD

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S.C.E.R.T., West Bengal
Date 14/12/84
Acc. No. 3071

371.26
NCE

Price : Rs. 7.50

Published at the Publication Department by C. Ramachandran, Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi-110 016 and printed at Aruna Printing Press, B-78, Naraina Industrial Area, Phase II, New Delhi-110 028.

INTRODUCTION

Evaluation has universally been accepted as an integral part of education. It acts as a system of quality control in which at each step in the teaching-learning process it may be determined whether the process is effective or not. The main purpose of evaluation is, therefore, feedback to both teachers and pupils whereby the learning of the students may be improved. To achieve this purpose the teacher should be able to evaluate his pupils quite frequently, in fact, after teaching every unit. For this, teachers need a large amount of evaluation material which will help them in evaluating their pupils' level of achievement. In this brochure an attempt has been made to present unit tests on all the lessons in the Class XI textbook for the core English of the Central Board of Secondary Education. It is expected that these tests will serve the following purposes.

1. Each test may be used as end-of-the-lesson test when the lesson covered by the test is completed in the class.
2. These tests will help the teacher in getting the feed-back about the strengths and weaknesses of the students so that suitable measures could be taken to improve their learning.
3. These tests will also enable the teachers to know the strengths and drawbacks of their methods of teaching so that they may improve teaching.

Each unit test included in the brochure is preceded by a blueprint and followed by a marking scheme and question-wise analysis. These tests contain various forms of questions and thus exhibit a flexibility in approach. At the same time it has also been ensured that they satisfy the characteristics of a good test.

It is hoped that this brochure will help teachers in assessing the achievement of students and thereby improve their learning.

Testing of Language

The main components of language learning and teaching are listening, speaking, reading and writing. The underlying ability in listening and reading is 'comprehension' and in speaking and writing 'expression'. Since the grammatical structures and vocabulary are the most important elements shared by all the four abilities, a knowledge of these is essential for learning a language. Hence, knowledge of the elements of language, comprehension and expression are the three major objectives of any instructional and evaluational programme in language and it is the test constructor's task to measure accurately the student's achievement in developing these abilities by various suitable means.

The proficiency in speaking and listening can be tested by oral tests and that in reading and writing through written tests. This brochure incorporates the unit tests for evaluating student's ability in reading comprehension and written expression besides his knowledge of the elements of language. These unit tests are based on the lessons contained in Class XI core textbook for English. The main emphasis in these tests is to test the students' comprehension of the read material and the ability to express themselves in correct English. However, for testing elements of language, some vocabulary and structural items have also been kept.

Testing Comprehension

By comprehension in language we mean that when the student is confronted with a communication (written or oral) he should be able to know what is being communicated. This 'knowing', however, can range from simple grasping of the meaning or the central idea to the critical evaluation of the content.

Broadly speaking, comprehension mainly consists of the ability to grasp the meanings of words and phrases in the context, to identify the main statements, facts and ideas in a communication; to perceive relationships and sequence of ideas, to interpret implied meaning of a passage, to draw conclusions, to make inferences and to "read between the lines".

In a testing situation, comprehension can best be evaluated through the pupil's responses to unseen material. The presentation of the familiar material results in eliciting only the memorized responses. Therefore, the use of unseen passage is the best way to ensure validity and reliability of a comprehension test. However, when higher levels of comprehension, such as identifying relationships, inferring the mood of the author or character, and evaluating ideas, etc. are to be tested, the material already discussed in the class is a better choice. Thus, a test of comprehension based on such material will need to be pitched at a higher level as compared to one basde

on unseen material. However, for evaluating comprehension through the medium of the known text students would need to have acquired a sufficiently high level of expression to be able to effortlessly communicate their ideas and feelings. Thus, open-ended questions with or without a structured base could be effectively used for evaluating comprehension. Multiple choice items can also be devised for testing finer discriminations in interpretation of a certain section of a poem or prose text.

Testing Expression

Expression means the ability of the student to put his ideas in proper sequence, using proper vocabulary and structures, both orally and in writing.

In written expression the purpose of the test is to assess the extent to which a candidate manages to use appropriate words, phrases, and structures to communicate his ideas. Proper organization of ideas, correct spelling and punctuation and proper choice of words are the points to be considered in the test. Some of the testing activities related to expression skills are writing compositions and answering questions on known subjects. In the present brochure the expression ability has been tested through asking questions on the read material.

Since, at +2 stage language is not to be tested orally at all, only the following instructional objectives of English have been taken into consideration in this brochure.

I. The student reads English silently with comprehension.

II. The student writes English correctly.

III. The student acquires knowledge of the elements of English language and the textual content.

The specifications of these objectives are given below.

OBJECTIVE I : The student reads English silently with comprehension.

Specifications

The student—

1. grasps the meaning of words, phrases, and sentences from the context.
2. grasps the ideas conveyed in a passage.
3. locates key words, phrases, and sentences in a passage.
4. locates important facts and ideas.
5. identifies relationship between objects, ideas, events, facts, characters, etc.
6. compares objects, ideas, events, facts, characters.
7. distinguishes between related words and ideas.
8. interprets ideas, events, traits of characters, etc.
9. infers meaning, ideas, messages, mood of the author or character, etc.
10. gets at the central idea of a piece.
11. evaluates events, actions, ideas, feelings and views.

OBJECTIVE II : The student writes English correctly.

Specifications

The student—

1. spells correctly.
2. uses appropriate words, idioms, and structures.
3. uses a variety of sentences.
4. uses capital letters and marks of punctuation correctly.
5. presents only relevant facts and ideas.
6. avoids unnecessary repetitions.
7. organizes ideas, facts, etc. into paragraphs.
8. introduces a subject, develops and ends it well.
9. displays imagination in writing.
10. follows the techniques of different forms and formats of written expression.

OBJECTIVE III : The student acquires knowledge of the elements of English language and the textual content.

Specifications

The student—

1. recognises and recalls the meaning of words, sentence patterns, spelling, etc.
2. recognises and recalls events, facts and ideas from the text.

THE KITE MAKER

BLUE PRINT

UNIT : THE KITE MAKER
MAXIMUM MARKS : 25

CLASS : XI
TIME : 40 Minutes

Sl. No.	Objective Form of Question / Content Unit	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Language content								5(5)					5(5)
	Textual content					*4(2)				6(—)				
								1(1)						
							*6(3)				*3(—)			20(6)
	SUB-TOTAL					4(2)	6(3)	1(1)	5(5)	6(—)	3(—)			25(11)
	TOTAL						16(11)				9(—)			25(11)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 2	Marks : 10
Short Answer (SA)	No. 3	Marks : 9
Very Short Answer (VSA)	No. 1	Marks : 1
Objective (O)	No. 5	Marks : 5
	11	25

Scheme of Options : No options
Scheme of Sections : No sections

The Kite Maker

Time : *40 Minutes*
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before you try to answer them.
C. First five questions carry 1 mark each. Marks for the rest of the questions are indicated against them.

TEST

1-5. The following questions have four answers each, marked A, B, C and D. Select the correct answer and write its letter along with the serial number of the question. Your answer may look like this

1 (A)

1. 'Adults disdained them and children preferred to spend their money at the movies.'
The word *disdained* means
   A. made fun of
   B. looked on with contempt
   C. found fault with
   D. were displeased with

2. 'There is a great affinity between trees and men.'
The word *affinity* includes all the ideas given below except one. What is that ?
   A. link
   B. close connection
   C. affection
   D. resemblance

3. 'You have yet to learn how to fly a kite properly, my child. And I am too old to teach you, that is the pity of it.' The expression *that is the pity of it*, implies that the situation was most
   A. troublesome
   B. unusual
   C. unmanagable
   D. unfortunate

4. 'Mahmood, the kite-maker, had been well known throughout the city in the prime of his life'. The phrase *prime of his life*, refers to that part of a person's life which is

   A. unforgettable
   B. best
   C. earliest
   D. enjoyable

5. 'There was a good deal of betting, and money frequently changed hands.' The meaning of *money changed hands* in this context is that

   A. a bribe was being given
   B. the loser paid money to the winner
   C. money was handed over
   D. money was in circulation

6. What does the torn kite flying in the air signify ? 1

7-9. Answer the following questions in 30 to 40 words.

7. Why did Mahmood stop making kites ? 3

8. Give two reasons why Mahmood felt miserable ? 3

9. Why is Mahmood compared to the banyan tree ? 3

10-11 Answer the following questions in about 100 words.

10. Describe the old world atmosphere that you learn about from the day dreaming of Mahmood. 5

11. Why did Mahmood think that he had 'made a too vivid, too living a thing of the great kite' ? 5

SCORING KEY

Q. No.	1	2	3	4	5
Key	B	C	D	B	B
Marks	1	1	1	1	1

MARKING SCHEME

Q. No.	*Outline Answers*	*Value Points*	*Marks*
6.	Torn kite signifies the liberated soul of Mahmood.		1
7.	—Adults disliked flying kites —Children preferred to spend their money at the movies —There were few open spaces in the city	Comprehension-2 Expression-1	3
8.	—Indifference of grown-ups towards Mahmood —Loneliness of Mahmood —People did not like kite flying	Comprehension-2 Expression-1	3
9.	—Mahmood is old, he had become a permanent fixture like the banyan tree —People looked at the kite-maker with the same indifference as they showed towards banyan tree —His limbs were gnarled and twisted like the roots of banyan tree	Comprehension-2 Expression-1	3
10.	—People had more leisurely days —People flew kites as pastime or watched kite flying —There were many open spaces for flying kites —People indulged in day dreaming —There was greenery in the surrounding —Nobody was in a hurry —Nawab was a patron	Comprehension-2 Expression-3	5
11.	—It made protesting sounds —Wriggled its way higher and higher —Had devilish eyes —It was determined to be free and live its own life	Comprehension-2 Expression-3	5

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps	The Kite-Maker	O	1	1	B	
2.	-do-	Grasps	,,	O	1	1	B	
3.	-do-	Interprets	,,	O	1	1	B	
4.	-do-	Grasps	,,	O	1	1	B	
5.	-do-	Grasps	,,	O	1	1	C	
6.	-do-	Interprets	,,	VSA	1	2	B	
7.	Comprehension & Expression	Interprets + uses words	,,	SA	3	4	B	
8.	-do-	-do-	,,	SA	3	4	B	
9.	-do-	-do-	,,	SA	3	4	A	
10.	-do-	Interprets + uses words & phrases	,,	E	5	8	B	
11.	-do-	Infers, + uses words and phrases	,,	E	S	8	B	
					25	35 minutes		

5 minutes for revision.

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

FOOD

BLUE PRINT

UNIT : FOOD
MAXIMUM MARKS : 25

CLASS : XI
TIME : 40 Minutes

Sl. No.	Objective Form of Question / Content Unit	Knowledge				Understanding				Application				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Language content			2(2)	2(2)			1(1)	3(3)					8(8)
	Textual content	* 4(1)		2(2)			* 6(3)			* 2(—)	* 3(—)			17(6)
	SUB-TOTAL	4(1)	—	4(4)	2(2)	—	6(3)	1(1)	3(3)	2(—)	3(—)			25(14)
	TOTAL	10(7)				10(7)				5(—)				25(14)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 6
Short Answer (SA)	No. 3	Marks : 9
Very Short Answer (VSA)	No. 5	Marks : 5
Objective (O)	No. 5	Marks : 5
	14	25

Scheme of Options : Nil

Scheme of Sections : Nil

Food

Time : *40 Minutes*
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before you answer them.
C. Marks for each question are indicated against it.

TEST

1-5. The following questions have four answers each, marked A, B, C, and D. Select the correet answer and write its letter along with the serial number of the question.

1. '.....if his food were burned.' 1

This means

A. granted it was burned
B. it was about to be burned
C. it was likely to be burned
D. in case it was burned

2. 'The female blue bottle flies need body building foods in order to lay eggs, and become sterile, on a diet of and sugar and water'. 1

The word *sterile* here means

A. weak
B. inactive
C. fat
D. unproductive

3. 'Animals have an instinctive dread of fire'.

The word *instinctive* here is closest in meaning to 1

A. natural
B. positive
C. imaginative
D. genuine

4. 'After prolonged questioning, the police was able to get the secret out'.

Prolonged questioning means that the questions were 1

A. of a searching type
B. lengthy in duration
C. long and not clear
D. very difficult to answer

5. 'Then a dramatic discovery was made'.

Here *dramatic discovery* means 1

A. important discovery in a play
B. discovery made after long research
C. discovery made by a dramatist
D. discovery made accidentally

6. 'Severe cold made her fingers numb'.

What does *numb* here mean ? 1

7-8 Give one word for the following;

7. The sensitive film at the back of the eye. 1

8. A disease which infects the skin and causes the growth of ulcers on the tongue and in the mouth. 1

11-13 Answer each question in 30 to 40 words.

11. What would happen if man is fed on food which has only fuel value ? 3

12. What deficiency are the workers on mines likely to have and why ? 3

13. Why is tax on salt justified in England and not in India ? 3

14. Write a paragraph of about 80 words on vitamin A, describing briefly what it looks like, where it is found and why it is needed. 6

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5
Ans.	D	D	A	B	D
Marks	1	1	1	1	1

Q. No.	*Outline Answers*	*Value Points*	*Marks*
6.	Without ability to feel or move.		1
7.	Vitamin D.		1
8.	Dark vision/night blindness.		1
9.	Retina.		1
10.	Pellagra.		1
11.	Man would not get —proteins, vitamins, etc. needed for body building and repairs. —minerals, salts, etc. needed for chemical processes.	Comprehension-2 Expression-1	3
12.	Miners are likely to have deficiency of salt because they sweat a great deal.	Comprehension-2 Expression-1	3
13.	In England enough salt is taken in with normal diet. So extra salt is not needed. While in India there is not enough intake of salt. So it is a necessity.	Comprehension-2 Expression-1	3
14.	—red, greasy, crystalline stuff which melts to an oil when boiled. —found in carrots, green vegetables, maize. —lack of it causes drying up of skin and delicate membranes, affects nervous system and impairs vision.	Knowledge-4 Expression-2	6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps the meaning	Language	O	1	1	B	
2.	Knowledge	Recognizes	,,	O	1	1	B	
3.	,,	,,	,,	O	1	1	B	
4.	Comprehension	Grasps the meaning	,,	O	1	1	B	
5.	,,	,,	,,	O	1	1	B	
6.	,,	,,	,,	VSA	1	1	B	
7.	Knowledge	Recalls	,,	VSA	1	1	B	
8.	,,	,,	,,	VSA	1	1	B	
9.	,,	,,	Text	VSA	1	1	B	
10.	,,	,,	,,	VSA	1	1	B	
11.	Comprehension + Expression	Infers and uses vocabulary & structures	,,	SA	3	4	A	
12.	,,	Interprets and uses vocabulary & structures	,,	SA	3	4	B	
13.	,,	,,	,,	SA	3		C	
14.	Knowledge and Expression	Recalls and uses vocabulary & structures	,,	SA	6	15	B	

3 minutes for revision.

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

PAUL JULIUS REUTER

BLUE PRINT

UNIT : PAUL JULIUS REUTER
MAXIMUM MARKS : 30

CLASS : XI
TIME : 40 Minutes

Sl. No.	Objectiv	Knowledge				Understanding				Application				Total
	Form of Question / Content Unit	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	LANGUAGE							1(1)	2(2)			2(2)		5(5)
	TEXT	*5(1)				*9(3)		1(1)	2(2)	*5(—)	*3(—)			25(7)
	SUB-TOTAL	5(1)				9(3)	2(2)		4(4)	5(—)	3(—)	2(2)		30(12)
	TOTAL	5(1)				15(9)				10(2)				30(12)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 10
Short Answer (SA)	No. 3	Marks : 12
Very Short Answer (VSA)	No. 4	Marks : 4
Objective (O)	No. 4	Marks : 4
	12	30

Scheme of Options : Nil

Scheme of Sections : Nil

Paul Julius Reuter

Time : *40 Minutes*
Max. Marks : 30

Instructions

A. All questions are compulsory.
B. Read each question carefully before answering it.
C. First eight questions carry 1 mark each. For the rest of the questions, marks are indicated against them.

TEST

1. 'The news of his friend's death came as a great blow because he was deeply attached to him'. In this sentence *deeply attached to* means

   A. respected greatly
   B. loved dearly
   C. honoured highly
   D. admired greatly

2. 'My brother is very interested in Chemistry and he is for ever *carrying out* experiments at home in his room.'

   Here the pharse *carrying out* means

   A. demonstrating
   B. conducting
   C. displaying
   D. showing

3. Reuter had to promise the French authorities not to open the sealed copy of the Emperor's speech before it was given because they

   A. did not want him to know what was in it.
   B. wished to keep everyone in suspense.
   C. did not want the news to leak out early.
   D. wanted to see if he could be trusted.

4. Why do you think the British Government allowed Reuter to use the title of Baron in England ?

It wanted to

A. show its affection for Reuter.

B. show its appreciation for Reuter's work.

C. make Reuter's life happy.

D. be kind to Reuter.

5. Not only were the crops laid waste but some of the inhabitants of the village were also murdered by the robbers.

In this sentence what does *laid waste* mean ?

6. Same method of sending messages quickly had to be discovered.

Rewrite the sentence using the word 'necessary' instead of the phrase 'had to be'.

7. "Mr. Reuter", Griffiths said, "someone's been to see you".

Rewrite the sentence using Reported Speech.

8. "But selling books was not exciting enough for this young man".

What does this sentence reveal about Reuter's character.

9-11. Answer the following questions in 30 to 40 words.

9. In what way did the invention of the telegraph help Reuter ? 4

10. What connection does the fortune made by the Rothschild's have with the founding of Reuter's news agency ?

11. What is Reuter's contribution in the field of news dispersal ? 4

12. Mention two 'Scoops' made by Reuter and show how he was able to obtain them. 10

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SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4
Ans.	B	B	C	B
Marks	1	1	1	1

Q. No.	*Outline Answers*	*Value Points*	*Marks*
5.	destroyed		1
6.	It was necessary to discover some method of sending messages quickly.		1
7.	Griffiths (told/said to) Mr. Reuter that someone had been to see him (Reuter).		1
8.	adventurous spirit/enterprise/ambition		1
9.	—messages could be sent fast by telegraph. —Reuter used this means of communication to get his news. —because Reuter supplied 'hot' news, his telegrams were given place of honour and his reputation was established.	Comprehention—3 Expression—1	4
10.	—The Rothschilds made a fortune by knowing an important item of news. —like them all businessmen like "hot news" because it enables them to make money. —They would be willing to pay for such news and so the agency was founded.	Comprehension—3 Expression—1	4
11.	—he founded a news agency. —the agency contributes news items to newspapers and other news agencies (simplifying their work). —news is able to come to us 'hot' (while it is still fresh) owing to agencies such as Reuter's.	Comprehension—3 Expression—1	4
12.	Give marks for any two scoops (A, B & C).		
A	—Napoleon's declaration of war on Austria. —Reuter hired cable for time when speech was being given. —French authorities gave him sealed copy of speech. —cable giving green signal flashed to Reuter. —Reuter telegraphed news to subscribers.	Comprehension 2½	

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Q. No.	*Outline Answers*	*Value Points*	*Marks*
B	—American Civil War —collected news put aboard weekly steamer. —messages thrown overboard near Ireland. —telegraphed by special line laid by Reuter to Cork. —thence wired to London.	Comprehension $2\frac{1}{2}$	
C	—Assassination of President Lincoln. —Reuter's correspondent chartered fast steamer. —flung message on board mail-boat. —news reached one week before any other.	Comprehension $2\frac{1}{2}$ Expression— 5	10

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps the meaning	Language	O	1	1	C	
2.	,,	,,	,,	O	1	1	B	
3.	,,	Infers	Text	O	1	1	B	
4.	,,	,,	,,	O	1	1	B	
5.	,,	Grasps the meaning	Language	VSA	1	1	C	
6.	Expression	Uses structures	,,	VSA	1	1	C	
7.	,,	,,	,,	VSA	1	1	B	
8.	Comprehension & Expression	Infers & uses structures	Text	VSA	1	1	B	
9.	,,	Identifies relationships and uses structures	,,	SA	4	4	B	
10.	,,	,,	,,	SA	4	4	A	
11.	,,	Identifies facts & uses structures	,,	SA	4	4	B	
12.	Knowledge and Expression	Recalls and uses structures	,,	E	10	15	B	

5 minutes are reserved for revision

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

THE APPOINTED DAY

BLUE PRINT

UNIT : THE APPOINTED DAY
MAXIMUM MARKS : 25

CLASS : XI
TIME : 40 Minutes

Sl. No.	Objective Form of Question / Content Unit	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Textual Content			1(1)		*3(1)	*6(3) *1(1)			*2(—)	*3(—) *1(—)			7(6)
	Language Content		*1(1)	6(6)							*1(—)			8(7)
	SUB-TOTAL		*1(1)	7(7)		*3(1)	7(4)			*2(—)	*5(—)			25(13)
	TOTAL		8(8)			10(5)				7(—)				25(13)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 5	Marks : 13
Very Short Answer (VSA)	No. 7	Marks : 7
Objective (O)	No.—	Marks :—
	13	25

Scheme of Options : Nil

Scheme of Sections : Nil

The Appointed Day

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before answering them.
C. The marks for each question are indicated against it.

TEST

1-4 Substitute a single word for each of the following definitions. Do not copy out the definition. Merely replace it by one word.

1. A country where the followers of all religions are treated equally. 1
2. A government of the people, by the people, for the people. 1
3. An attempt made to reach a goal. 1
4. A power which controls our lives. 1
5. Who is a soldier of freedom ? 1
6. Considering the work done for their country by the soldiers of freedom, suggest a single word which will sum up their character. 1
7. What is the difference between a prosperous nation and a progressive nation ? 2
8. Who are the brothers and sisters cut off from us by political boundaries ? 1

9-12 Answer questions 9-12 in 30 to 40 words each.

9. What does Nehru mean when he says "history begins anew for us" ? 2
10. What does the author mean when he states "however high the wind or stormy the tempest". 3
11. "We have often been unworthy followers of his (Gandhiji) and have strayed from his message". How have we, as Indians, strayed from the message of Gandhiji ? 3
12. What was the new hope that India looked forward to and in what way could it be betrayed ? 3
13. How can we build India into a prosperous, democratic and progressive nation ? (Answer in 80 to 100 words). 5

MARKING SCHEME

Q. No.	*Outline Answers*	*Value points*	*Marks*
1.	Secular		1
2.	Democracy		1
3.	Endeavour		1
4.	Destiny		1
5.	One who fights for the freedom of his country		1
6.	Patriot/Martyr		1
7.	Prosperous nation—one which is doing well economically. Progressive nation—one which is continually improving itself.	Knowledge-1 Expression-1	2
8.	Muslims—those citizens, who after partition chose to live in Pakistan.		1
9.	One period of Indian History has ended and a fresh period of history has begun for India. The period of bondage under British rule has ended and a fresh period of Independence has begun.	Comprehension-1 Expression-1	2
10.	No matter how great the difficulties surrounding us are.	Comprehension-2 Expression-1	3
11.	—Use of violent means to achieve our goals. —Refusing to show consideration and feeling for our fellow-men. —Telling lies.	Comprehension-2 Expression-1	3
12.	Independence/freedom It could be betrayed if the responsibilities and burdens placed on the citizens of India by their freshly acquired independence was not shouldered in a serious manner.	Comprehension-2 Expression-1	3
13.	Prosperous : Putting an end to poverty, ignorance and disease. Democratic : Allowing each citizen of India to take part in the governing of his country. Progressive : by giving all our common labourers the opportunity to improve themselves—thus the country will also improve.	Comprehension-3 Expression-2	5

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Knowledge	Recalls	The Appointed Day Language Content	VSA	1	1	B	
2.	-do-	-do-	-do-	VSA	1	1	C	
3.	-do-	-do-	-do-	VSA	1	1	A	
4.	-do-	-do-	-do-	VSA	1	1	B	
5.	-do-	-do-	-do-	VSA	1	1	B	
6.	-do-	-do-	-do-	VSA	1	1	B	
7.	Knowledge and Expression	Recalls and uses words	-do-	SA	2	3	B	
8.	Knowledge	Recalls	Textual Content	VSA	1	2	B	
9.	Comprehension and Expression	Interprets and uses words and phrases	-do-	SA	2	3	A	
10.	-do-	-do-	-do-	SA	3	5	B	
11.	-do-	Infers and uses words and phrases	-do-	SA	3	5	B	
12.	-do-	-do-	-do-	SA	3	5	B	
13.	-do-	Interprets and uses words and phrases	-do-	E	5	8	B	

3 mts. are reserved for revision

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

THE BATTLE OF FREEDOM IS OVER

BLUE PRINT

UNIT : THE BATTLE OF FREEDOM IS OVER
MAXIMUM MARKS : 25

CLASS : XI
TIME : 40 Minutes

Sl. No.	Objective / Form of Question / Content Unit	Knowledge				Comprehension				Expression					Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O		
	Language				2(2)				3(3)						5(5)
	Textual Content	3(1)*	2(1)			2(2)* 2(1)*		2(2)	3(3)	3(—)*	2(—)* 1(—)*				20(10)
	SUB-TOTAL	3(1)	2(1)		2(2)	4(3)		2(2)	6(6)	3(—)	3(—)				
	TOTAL	7(4)				12(11)				7(—)					25(15)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 6	
Short Answer (SA)	No. 4	Marks : 9	
Very Short Answer (VSA)	No. 2	Marks : 2	
Objective (O)	No. 8	Marks : 8	
	15	25	

Scheme of Options : NIL

Scheme of Sections : NIL

The Battle of Freedom is Over

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.

B. Read the questions carefully before answering them.

C. Questions 1-8 have four answers each, marked A, B, C and D. Write the letter of the correct answer A, B, C or D alongwith the serial number of the question.

D. The marks for each question are indicated against the question.

TEST

1. "We marched to the tune of faith and hope and charity that forgives all sins of trepassers, that ruined our country through the ages".

   In this context the phrase "we marched to the tune of" means that we 1

   A. followed the path of

   B. kept in step with

   C. enjoyed the music of

   D. marched to the beat of a drum.

2. "We thank the Englishmen who were our friends, though many Englishmen were our enemies, not personal enemies but the victims themselves of a system of iniquitous imperialism".

   In the above context, some Englishmen became our enemies because 1

   A. they were harmed by us

   B. they were forced by an unjust government

   C. of unfortunate experiences of individuals

   D. we did not carry out their commands.

3. A "pioneer" is one who

   A. carries a message 1

   B. performs his duties

   C. fights for his country

   D. starts something new.

4. "Ours has been an epic struggle". Here 'epic' means 1

A. poetic
B. ancient
C. heroic
D. national.

5. "... and the nations of the world who are free, nations of the world who are not free, we pledge you our comradeship, our fellowship, our understanding, our love. Let us move together towards the great world fellowship of which we dream."

In the last sentence of the above paragraph 'us' refers to 1

A. the nations not yet free
B. the citizens of India
C. the nations which are free
D. the nations of the world.

6. "We have run the whole gamut of the world's adventures".

In this context 'gamut' means 1

A. a game to be played
B. an adventure to be experienced
C. a race to be run
D. a complete range of adventures.

7. "India has never excluded friend or foe from her hospitality".

From this statement we learn that India was 1

A. friendly
B. large-hearted
C. impartial
D. kind.

8. "... my mother (India), whose doors are always open to you".

"Whose doors are always open to you" here means 1

A. you are always welcome to India
B. the doors of an Indian house are always open
C. the Himalayan mountain passes are always open
D. to enter India is very easy.

9—11 Answer questions 9-11 in one sentence each.

9. What was special about the weapons Mahatma Gandhi used in the struggle for independence ? 1

10. "Nations of the world, I greet you in the name of India, my mother ; my

SCORING KEY

Q. No.	1	2	3	5	6	7	8
Key	B	D	C	D	D	B	A
Marks	1	1	1	1	1	1	1

MARKING SCHEME

Q. No.	*Outline Answers*	*Value Points*	*Total Marks*
9.	They were different from the weapons used before and did not cause bloodshed.		1
10.	The Himalayas		1
11.	Peace, wisdom, love, understanding	½ mark each.	2
12.	The sea is living for the following reasons : a) it contains all types of marine life. b) the sea is continuously moving.	Comprehension—1 Expression—1	2
13.	We all belong to the human race, therefore we should all work together towards a common goal.	Comprehension—1 Expression—1	2
14.	1. He led the masses of India and organised the campaign for freedom. 2. Everyone looked to him for guidance. 3. He was first to teach us non-violence	Comprehension—2 Expression—1	3
15.	*Scholars of Europe* : 1. wrote about past history and culture. 2. gave us back our pride. 3. made us conscious of our culture. *Antiquarian and Archaeologist* : 1. discovered our historic ruined cities. 2. made us aware of our past history. *Missionaries* : 1. served the poor those in need of help and those without hope.	Knowledge ½ mark for each of the 6 points—3 Expression—3	6

mother whose home has a roof of snow".

What does a 'roof of snow' refer to ?

11. What can India offer the nations of the world ? 2

12-14 Answer questions 12—14 in 40 to 50 words each.

12. Why does Sarojini Naidu describe the sea as "living" ? 2

13. "Men and women together, men and women of a common humanity, let no religion, no community, no text, no tongues divide us, for ours is a common destiny."

Why is "ours a common destiny" ? 2

14. Why is Mahatma Gandhi referred to both as a prophet of non-violence and as 'general of victory' ? 3

15. Why do we owe our thanks to
(1) the scholars of Europe, (2) the antiquarian and archaeologist, (3) the missionaries ?
(Answer within 100 words) 6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Infers	Language	O	1	1	A	
2.	—do—	—do—	Text	O	1	1	B	
3	Knowledge	Recalls	Language	O	1	1	B	
4.	Comprehension	Interprets	Language	O	1	1	B	
5.	—do—	—do—	Text	O	1	1	B	
6.	Knowledge	Recalls	Language	O	1	1	B	
7.	Comprehension	Interprets	Text	O	1	1	B	
8.	Comprehension	Grasps the idea	Language	O	1	1	B	
9.	Comprehension	Interprets	Text	VSA	1	2	C	
10.	Comprehension	Interprets	Text	VSA	1	2	B	
11.	Knowledge	Recalls	Text	VSA	2	3	B	
12.	Comprehension+ Expression	Infers+expresses	Text	SA	2	3	B	
13.	Comprehension+ Expression	Interprets+ expresses	Text	SA	3	4	B	
14.	Comprehension+ Expression	Interprets+ expresses	Text	SA	2	3	B	
15.	Knowledge+ Expression	Recalls+ expresses	Text	E	6	10	B	

**O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

5 mts. reserved for revision

+A for Difficult
B for Average
C for Easy

FATHER HAS A BAD NIGHT

S.C.E.R.T., West Bengal
Library
Calcutta
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BLUE PRINT

UNIT : FATHER HAS A BAD NIGHT

MAXIMUM MARKS : 25

CLASS : XI

TIME : 40 Munites

Objective / Form of question / Content Unit	Knowledge				Comprehension				Expression				Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Textual Content					3(1)*				2(—)*				
								3(3)					
						4(2)*				2(—)*			18(18)
						2(2)*				2(—)*			
								3(3)					
Language Content											4(2)		7(5)
SUB TOTAL					3(1)	6(4)	6	6(2)	2(—)	4(—)	4(2)		25(13)
TOTAL					15(11)				10(2)				25(13)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary:

Essay (E)	No. 1	Marks 5
Short Answer (SA)	No. 4	Marks 10
Very Short Answer (VSA)	No. 2	Marks 4
Objective (O)	No. 6	Marks 6
	15	25

Scheme of Options : Nil

Scheme of Sections : Nil

Father has a Bad Night

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before you try to answer them.
C. Marks are indicated against each question.
D. Questions 1-6 have four answers each, marked A, B, C, and D. Write the letter of the correct answer A, B, C, or D alongwith the serial number of the question.

TEST

1. "That's enough about your toe," mother would cry. "Nobody cares about your toe, you know, Clare!" But father said that of course people did. Here we find that father was 1

   A. surprised
   B. angry
   C. indifferent
   D. disbelieving.

2. In his conversation father repeated the phrase "Bent my toes" in order to.....others. The appropriate word for the blanks is 1

   A. surprise
   B. shock
   C. amuse
   D. impress.

3. "He sat up late, smoking and reading or pacing the floor and when he went to bed himself, he slept badly."
   This shows that father was 1

   A. confused
   B. miserable

C. shocked

D. restless.

4. "He liked a man to be brave in a good, honest, full-blooded way." Here the phrase 'full-blooded' means 1

A. complete

B. whole-hearted

C. vigorous

D. active

5. Which of the following meanings applies to the word 'cross' in "He was cross with Mother" ? 1

A. bitter

B. frustrated

C. annoyed

D. disappointed

6. "They seemed to him portents of what might happen, even to him". Here 'portent' means 1

A. profecy

B. omen

C. forecast

D. prediction

7-8. Use any two of the following pairs of words to differentiate their meaning :

Cob—Cab 2

Swore—Sore 2

Doze—Dose 2

Seize—Siege 2

9-10. Answer the following questions in about 30 words each.

9. Why did Father leave Mrs. Wainwright to sit in some other car of the train ? 2

10. "It must have been terrible. We were so sorry for him". Show how Mrs. Crane's sympathy was misplaced. 2

11-12. Answer the following questions in 40 to 50 words each.

11. In what way was the winter morning ride both inconvenient and surprising to Father ? 3

12. What was funny in Father's account of his fall ? 3

13. Answer the following question in about 100 words. What impressions do you gather of the character of Father from the lesson ? 5

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5	6
Key	D	D	D	C	C	B
Marks :	1	1	1	1	1	1

Q. No.	*Outline Answers*	*Value Points*	*Total Marks*
7.	William purchased a brown and sturdy cob for his cab.	1+1	2
8.	He swore vehemently that from now onwards he would not be sore to his wife.	1+1	2
—	If you are dozing, you should have a dose of non-sleeping pills.	1+1	2
—	The Maratha army lay a siege around the fort and were able to seize the treasure inside.	1+1	2

(Note : It is not necessary to use the pair of words in a single sentence. Any sentence which clarifies the meaning of the word may be accepted.)

9.	When Mrs. Wainrights' son grinned displaying the stumps of his broken teeth the Father found the sight horrible and also regarded it as something that could happen to him. So he went and sat in the other couch.	Comprehension-1 Expression-1	2
10.	Mrs. Crane thought it was the son who kept groaning throughout the night due to severe pain whereas the fact was that Father got disturbed by his son's reply and was restless. He groaned and groaned and when he went to bed, he had a bad night.	Comprehension-1 Expression-1	2
11.	During the winter morning ride Father's horse fell with him and landed on his foot. The result was that he got one of his toes bent and		

could not straighten it out. It also got a corn on it. Moreover, Father was surprised because he had a strange experience. This illusion that usually people who are brittle get smashed up in accidents was shattered. He who thought himself to be beyond damage met the similar fate.

Comprehension-2
Expression-1 3

12. Father is funny in his speech and behaviour. He calls his horse a stupid animal. He also got his toe bent and could not straighten it out. The fun of it all is that he considered himself to be strong and sturdy and others brittle. Even then he was damaged. Further, he goes on narrating the story of his fall time and again. He also shows the corn on his toe and calls his shoe-maker stupid.

Comprehension-2
Expression-1 3

13. a) emotionally disturbed

b) self-concerned and victim of illusions about himself.

c) selfish to the extent that demands sympathy from others even in case of trivial mishaps.

d) will not let anyone steal the limelight from him.

e) A funny and eccentric character—his behaviour and speech caused laughter.

Comprehension-3
Expression-2 5

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marrks Allotted	Estimated time for answering in minutes	Estimated difficulty level†	Remarks
1.	Comprehension	Infers	Text	O	1	1	B	
2.	-do-	-do-	-do-	O	1	1	B	
3.	-do-	Interprets	do-	O	1	1	B	
4.	-do-	Grasps meaning	Language	O	1	1	B	
5.	-do-	-do-	-do-	O	1	1	A	
6.	-do-	-do-	-do-	VSA	2	2	B	
7.	Expression	Uses correct structures	-do-	VSA	2	2	B	
8.	-do-	-do-	Text	SA	2	3	C	
9.	Comprehension	Infers & uses structures	-do-	SA	2	3	B	
10.	-do-	Interprets & uses structures	-do-	SA	3	5	B	
11.	-do-	Infers & uses structures	-do-	SA	3	5	B	
12.	-do-	Infers & uses structures	-do-	E	5	10	A	
13.	-do-	Interprets & uses structures			25			

4mts. reserved for revision.

†A for Difficult
B for Average
C for Easy

**O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

ONE LIFE

BLUE PRINT

UNIT : ONE LIFE
MAXIMUM MARKS : 25

CLASS : XI
TIME : 40 Minutes

Objective / Form of Question / Content Unit	Knowledge				Comprehension				Expression				Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content							1(1)	4(4)					5(5)
Textual Content					3(1*)	1(1*) 4(4*)	2(2)	2(2)	2(—*)	2(—*) 4(—*)			20(10)
SUB-TOTAL					3(1)	5(5)	3(3)	6(6)	2(—)	6(—)			25(15)
TOTAL					17(15)				8(—)				25(15)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 5	Marks : 11
Very Short Answer (VSA)	No. 3	Marks : 3
Objective (O)	No. 6	Marks : 6
	15	25

Scheme of Options : Nil
Scheme of Sections : Nil

One Life

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read each question carefully before you answer it.
C. Marks for all the questions are indicated against them.
D. Each question from 1 to 6 has four choices each marked A, B, C, D. Choose the one that is the best. Write the letter of best choice against the serial number of the question.

TEST

1. "If I had become accustomed to its presence in my being, why could I not keep it (doubt) within bounds". Here the phrase to 'keep within bounds' means to 1

   A. control
   B. stop
   C. reduce
   D. abandon.

2. "If we succeeded it would be more than the grafting of a heart". Here 'grafting of a heart' means 1

   A. operating a heart
   B. removing a heart from the body
   C. transplanting a heart
   D. curing a heart disease.

3. "I wanted to turn back but there was no turning". 'No turning' here means that

   A. the surgeon had come to a dead end
   B. there was no going back
   C. there was no turning left or right
   D. the corridor had no turning.

4. "It was within one a beach-head of doubt..." Here the phrase "beach-head of doubt suggests that doubt had 1

A. attacked the writer
B. overcome the writer
C. filled the writer with despair
D. torn the writer in two pieces.

5. After talking to the registrars and junior surgeons Christian Barnard wanted to be alone to 1

A. think over the best procedure for the operation.
B. pray for the success of the operation.
C. mentally review that all arrangements are made.
D. arrive at a decision regarding the operation.

6. While walking to the operation theatre Christian Barnard was not sure that this was the right moment for the transplant mainly because he thought that 1

A. more time may give him improved knowledge.
B. his colleagues were jealous.
C. necessary preparations were not yet made.
D. he was playing with human life.

7-8. Answer the following questions (7 and 8) in about 15 to 18 words each.

7. "The weight of doubt grew within me". What was the doubt? 1
8. Why did the sight of the heart lung machine remove all doubts in Christian Barnard's mind. 1

9-11. Answer the following questions (9 to 11) in 25 to 30 words each.

9. Why does Christian Barnard call "doubt" his oldest enemy? 2
10. What similarity do you find in Christian Barnard and someone preparing to enter a place of worship? 3
11. What arguments does Christian Barnard give to convince himself that the operation should be performed by him at that moment? Give your answer in 100 words. 5
12. Read the following passage carefully and answer the questions that follow:

In that instant would be realised a dream as old as the heart of man. Certainly it was within Moses as he fell in a valley before seeing the promised land—of Alexander before he reached the Ganges, of Columbus before the Indies and Einstein before he could harness the Unified Field Theory. It lay in the heart of kings and popes and shoemakers forced to quit before their time. It was seen into the pattern of life itself for no one was born with the belief that he came into the world to quit it. He came to stay with the hope that the leaving of life would never be

a simple mechanical failure, but rather the arrival at a time when he could say that he had completed the circle, he had done his best, he had lived his promise and made it—or had failed it. Above all, he should not be forced to withdraw because the central pump of his existence had failed him.

a) What is the age old dream of man ? 2
b) What is common to Moses, Alexander, Columbus and Einstein? 2
c) Why does the writer call the heart the 'central pump of existence' ? 2
d) In the above passage what does the word 'withdraw' mean ? 1

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5	6
Key	A	B	B	B	D	A
Marks	1	1	1	1	1	1

Q. No.	*Outline Answer*	*Value points*	*Total marks*
7.	The doubt was about the success of the operation.		1
8.	With this machine he had done his first open-heart surgery. It restored his confidence.		1
9.	Because he had experienced it quite often before and at moments of crisis and challange it disturbed him.	Comprehension —1 Expression —1	2
10.	The shower symbolises a means for cleansing the self. The operating theatre is a place of worship.	Comprehension—1 Expression —2	3
11.	The main arguments are given below : a) The man is dying. b) The doctor is ready. c) The man would be assured of atleast a few more days of life. d) The team of doctors was ready. e) It would be a break-through in the field of medical science. f) He would get the credit for the breakthrough.	Comprehension—3 Expression —2	5
12. a)	The dream is to be able to live till he is able to fulfil the goal which he has set for himself.	Comprehension—1 Expression —1	2
b)	They were able to fulfil their goals.	Comprehension—1 Expression —1	2
c) (i)	The heart is a pump which purifies blood.	Comprehension—1 Expression —1	2
(ii)	without purified blood and the beating of the heart we cannot live. So it is called the central pump of our existence.		1
d)	Die		

QUESTION-WISE ANALYSIS

Serial No	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps	Language Content	O	1	1	B	
2.	— do —	— do —	— do —	O	1	1	C	
3.	— do —	— do —	— do —	O	1	1	B	
4.	— do —	— do —	— do —	O	1	1	A	
5.	— do —	Interprets	Textual Content	O	1	1	C	
6.	— do —	Infers	— do —	O	1	1	B	
7.	— do —	Interprets	— do —	VSA	1	1	B	
8.	— do —	Locates	— do —	VSA	1	1	B	
9.	Comprehension+ Expression	Infers & Expresses	— do —	S A	2	2	B	
10,	Comprehension+ Expression	Compares and Expresses	— do —	SA	3	4	A	
11.	Comprehension+ Expression	Grasps & Expresses,	— do —	E	5	6	A	
12.(a)	Comprehension+ Expression	Interprets ideas and Expresses	— do —	SA	2	2	B	
(b)	Comprehension+ Expression	Relates and Expresses	— do —	SA	2	2	B	
(c)	Comprehension+ Expression	Interprets	— do —	SA	2	2	B	
(d)	Comprehension	Grasps	Language Content	VSA	1	1	B	

10 mts. for reading the passage
3 mts. for revision

* *O for Objective type*
VSA for Very Short Answers type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

THE PORTRAIT OF A LADY

BLUE PRINT

UNIT : THE PORTRAIT OF A LADY

MAXIMUM MARKS : 30

CLASS : XI

TIME : 45 Minutes

Objective / Form of Question / Content Unit	Knowledge				Comprehension				Expression				Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content				2(2)				3(3)			1(1)		6(6)
Taxtual Content		2(1)	1(1)		3(1*)	2(1*) 4(4*)	2(2)	1(1)	4(—*)	1(—*) 4(—*)			24(11)
SUB-TOTAL		2(1)	1(1)	2(2)	3(1)	6(5)	2(2)	4(4)	4(—)	5(—)	1(1)		30(17)
TOTAL	5(4)				15(12)				10(1)				30(17)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks 7
Short Answer (SA)	No. 6	Marks 13
Very Short Answer (VSA)	No. 4	Marks 4
Objective (O)	No. 6	Marks 6
	17	30

Scheme of Options : Nil

Scheme of Sections : Nil

The Portrait of a Lady

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before you try to answer them.
C. Questions 1 to 6 have four answers each, marked A, B, C, and D. Write the letter of the correct answer alongwith the serial number of the question.
D. Marks for each question are indicated against it.

TEST

1. "Her lips constantly moved in inaudible prayers". Here 'inaudible' means 1

   A. prayer could be heard with difficulty
   B. prayer couldn't be heard at all
   C. no meaning could be understood
   D. no word could be understood.

2. The author calls his grandmother's prayers "monotonous". Here 'monotonous' means uninteresting because it was 1

   A. without variety
   B. tiring
   C. dull
   D. not understood.

3. The author's grandmother couldn't move about quickly because she 1

   A. hobbled around
   B. was short and fat
   C. kept one hand resting on her waist
   D. was aged.

4. "Her face was a criss-cross of wrinkles running from everywhere to everywhere". 1
   Here the phrase '*from everywhere to everywhere*' means that her face was wrinkled.....

   A. thoroughly
   B. closely
   C. excessively
   D. totally.

5. "As for my grandmother being young and pretty, the thought was revolting". 1

Here the word '*revolting*' means

A. absolutely unbelievable

B. quite disgusting

C. most unwelcome

D. very disturbing.

6. "She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the fables of the Prophets she used to tell us". The following are some characteristics of a fable. Which one fits into the context 1

It is a short fable

A. not based on facts

B. intended to give moral teaching

C. about animals

D. handed down from olden times.

7-10 Answer the following questions in 10 to 15 words each.

7. Give the reason why the grandmother took to feeding the sparrows ? 1

8. How do we know that the grandmother died a peaceful death ? 1

9. The author has compared his grandmother with a winter landscape. Why ? 1

10. Frame a sentence of your own bringing out the meaning of the phrase 'with resignation'. 1

11-17 Answer the following questions in about 40 words each.

11. Give two examples to show that grandmother was religious minded. 2

12. "She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part....."
Why does the author regard the idea of her playing games absurd and undignified ? 2

13. Why does the author regard his grandmother beautiful rather than being pretty ? 2

14. What does the author mean when he says that his grandmother couldn't have grown older ? 2

15. Why was the grandmother unhappy about the studies of her grandson. ? Give any two reasons. 2

16. Compare the behaviour of the birds while the grandmother was alive and on the day of her death. 3

17. Show how the author and his grandmother were friends and how this friendship changed as the author grew older. Answer in 100-120 words. 7

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5	6
Key	B	A	A	D	B	A
Marks	1	1	1	1	1	1

Q. No.	*Outline Answer*	*Value points*	*Marks*
7.	She sought an object to shower her affection after her grandson was put in a separate room.		1
8.	There was no sign of worry on her face and she continued praying and telling her beads till the last moment.		1
9.	She was contented and serene.		1
10.	He accepted his failure in the examination *with resignation*. Any other sentence bringing out the meaning—accepting a thing without any complaint.		1
11.	*Any two of the following* (a) She regularly said her prayers and remained busy in telling the beads till she died. (b) She regularly went to the temple and read scriptures. (c) She felt distressed on the point that the English schools didn't teach about God and the scriptures. (d) She regularly fed the dogs in the beginning and the sparrows later on out of charity.	Comprehension-1 Expression -1	2
12.	She was so old that the author could never think of her as a young child.	Comprehension-1 Expression -1	2
13.	She had a wrinkled and puckered face. She couldn't have been regarded pretty. But she was beautiful because she left a pleasing effect on others.	Comprehension-1 Expression -1	2
14.	He saw his grandmother always as old as she was seen on the last occasion. Moreover, she was already so old that she couldn't have grown older any more.	Comprehension-1 Expression -1	2

15. Any two of the following :

(1) Education in an English school gave no place for religious education.
(2) She was not convinced about the scientific truths because they contradicated her own beliefs.
(3) She could not help him with his lessons.
(4) She resented the idea of children being taught music because she associated it with beggars and harlots. 1+1 2

16. *Before the death*

— chirruped merrily
— perched on the grandmothers legs, head and shoulders
— ate bread crumbs

After

— Thousands of sparrows were still there but they were absolutely silent.
— did not take notice of the bread crumbs.
— they flew away quietly.

Comprehension-2
Expression -1 3

17. *They were friends*

— The author lived with his grandmother.
— The grandmother took care of all his activities.
— accompanied him to the school.
— The author loved to hear her sing.

City— a turning-point in their friendship.

— they still shared a room.
— grandmother did not accompany him to school.
— the Grandmother was not happy with his education.
— when he went to the university—he had a separate room.
— common link of friendship snapped.
— grandmother diverted her attention to the sparrows.

Comprehension-3
Expression -4 7

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specification	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty levels+	Remarks
1.	Knowledge	Recognises	Language	O	1	1	C	
2.	,,	,,	,,	O	1	1	C	
3.	Comprehension	Interprets	Textual Content	O	1	1	B	
4.	,,	,,	Language	O	1	1	B	
5.	,,	,,	,,	O	1	1	B	
6.	,,	,,	,,	O	1	1	B	
7.	,,	Infers	Textual	VSA	1	1	B	
8.	Knowledge	Recalls	,,	VSA	1	1	B	
9.	Comprehension	Infers	,,	VSA	1	1	B	
10.	Expression	Uses words correctly	Language	VSA	1	1	B	
11.	Comprehension+ Expression	Gives examples	Textual	SA	2	3	B	
12.	,,	Infers and expresses	,,	SA	2	3	A	
13.	,,	,,	,,	SA	2	3	B	
14.	,,	,,	,,	SA	2	3	B	
15.	Knowledge	Recalls	,,	SA	2	3	B	
16.	Comprehension+ Expression	Comprehension+ expresses	,,	SA	3	5	B	
17.	,,	Identified relation ships & expresses	,,	E	7	10	B	

5 mts. for revision

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

A DIALOGUE ON CIVILISATION

BLUE PRINT

UNIT : A DIALOGUE ON CIVILISATION

MAXIMUM MARKS : 25

CLASS : XI

TIME : 40 Minutes

Objective / Form of Question / Content Unit	Knowledge				Comprehension				Expression				Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content								3(3)			(2)		5(5)
Textual Content	3*(1)	2(1)		1(1)		6*(3)	2(2)	1(1)	2*(—)	3*(—)			20(9)
SUB-TOTAL	3(1)	2(1)		1(1)		6(3)	2(2)	4(4)	2(—)	3(—)	2(2)		25(14)
TOTAL	6(3)				12(9)				7(2)				25(14)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 4	Marks : 11
Very Short Answer (VSA)	No. 4	Marks : 4
Objective (O)	No. 5	Marks : 5
	14	25

Scheme of Options : Nil

Scheme of Sections : Nil

A Dialogue on Civilisation

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before you try to answer them.
C. Marks are indicated against each question.
D. Questions 1-4 have four answers each, marked A, B, C, and D. Write the letter of the correct answer A, B, C, or D alongwith the serial number of the question.

TEST

1. Which of the following is different in idea from others ? 1

   A. Shakespeare's plays
   B. Raphael's pictures
   C. Beethoven's music
   D. Caliph's splendid palaces.

2. 'Shakespeare and Raphael and Beethoven are the sort of people who count because 1

   A. we shall like them some day
   B. grown-ups make a great fuss about them
   C. they did things that people are proud of
   D. they lived in earlier centuries.

3. 'I think we may be *getting warmer*'. 1

   The phrase 'getting warmer' here means

   A. more enthusiastic
   B. getting involved
   C. more interested
   D. approaching a discovery.

4. 'They are only good because they *get into rows* if they are not'.

The phrase 'get into rows' is closest in meaning to 1

A. cause confusion
B. pick a quarrel
C. get into trouble
D. are thoroughly disturbed.

5. 'It *was wicked to think* differently from other people'.

The phrase 'wicked to think' means that 1

A. they think wickedly
B. they are wicked if they think
C. their thinking only is wicked
D. only wicked people think in this manner.

6. suggest one way whereby we can escape being savages. 1

7. Mention any two ways by which the Government helps the process of civilisation. 1

8. "Won't you get sick of them ?" Explain the phrase 'to get sick'. 1

9. "Anyway grown-up people make a great fuss about them". Explain the phrase 'to make a great fuss'. 1

10. Differentiate between beautiful and useful things. 2

11-13 Answer the following questions in 30 to 40 words.

11. How is being civilised a matter of pride ? 3

12. What was new about Watt's watching the kettle boil ? 3

13. How are pigs comparable to and contrasted with the Romans ? 3

14. What was Lucy's concept of being civilised which had to be changed ? 5
(Answer in 50 to 60 words.)

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5
Key	D	C	D	C	B
Marks	1	1	1	1	1

Q. No.	*Outline Answer*	*Value points*	*Marks*
6.	Any one of the following : — by thinking freely and progressively. — by keeping the rules of peaceful living. — by making beautiful things.		1
7.	Any two of the following : — ensuring social security — maintenance of law and order — ensuring political justice	½ ½ ½	1 1
8.	to get tired of		1
9.	pay excessive/unnecessary attention.		1
10.	— Beautiful things give lasting pleasure — Useful things serve a purpose	1 1	2
11.	Adding something which is new, good, or beautiful to whatever exists. It is for the benefit of people and we can be proud of it.	Comprehension-2 Expression -1	3
12.	— It caused him to think which led to more knowledge about the world. — It led to invention of new things.	Comprehension-2 Expression 1	3
13.	— They are comparable because they share excessive fondness for enormous meals. — They are different because they have no sense to be sick afterwards.	Comprehension-2 Expression -1	3
14.	— Wearing proper clothes, riding in buses and cars and having money. — having beautiful and splendid things. — not being a glutton.	Comprehension-3 Expression -2	5

QUESTION-WISE ANALYSIS

Serial Number	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
1.	Knowledge	Recognises	Text	O	1	1	C	
2.	Comprehension	Infers	,,	O	1	1	B	
3.	,,	Grasps the meaning	Language	O	1	1	B	
4.	,,	,,	,,	O	1	1	B	
5.	,,	,,	,,	O	1	1	B	
6.	,,	Interprets	Text	VSA	1	2	B	
7.	,,	,,	,,	VSA	1	2	B	
8.	Expression	xplains	Language	VSA	1	2	B	
9.	,,	,,	,,	VSA	1	2	B	
10.	Knowledge	Recalls	Text	SA	2	3	C	
11.	Comprehension+ Expression	Infers and Expresses	,,	SA	3	4	A	
12.	,,	,,	,,	SA	3	4	B	
13.	,,	Compares and Expresses	,,	SA	3	4		
14.	Knowledge and Expression	Recalls and expresses	,,	E	5	7	B	

5 mts. for revision

* *O of Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

TO SIR, WITH LOVE

BLUE PRINT

UNIT : TO SIR, WITH LOVE
MAXIMUM MARKS : 25

CLASS : XI
TIME : 40 Minutes

Objective / Form of Question / Content Unit	Knowledge				Comprehension				Expression				Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content			1(1)	1(2)				3(6)			2(2)		7(11)
Textual Content	2(1*)	1(1*)				1(—*) 4(2*) 1(1*)		1(2)	3(—*)	1(—*) 2(—*) 2(—*)			18(7)
SUB-TOTAL	2(1)	1(1)	1(1)	1(2)		6(3)		4(8)	3(—)	5(—)	2(2)		25(18)
TOTAL	5(5)				10(11)				10(2)				25(18)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 5
Short Answer (SA)	No. 4	Marks : 12
Very Short Answer (VSA)	No. 3	Marks : 3
Objective (O)	No. 10	Marks : 5
	18	25

Scheme of Options : Nil
Scheme of Sections : Nil

To Sir, With Love

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before answering them.
C. First 10 questions carry half a mark each. For the rest of the questions marks are indicated against them.
D. The first ten questions have four answers each, marked A, B, C, and D. Write the letter of the correct answer alongwith the serial number of the question.

TEST

1. "He quailed visibly before their concerted eyes".

   Here concerted means

   A. annoyed
   B. combined
   C. concentrated
   D. anxious.

2. "Even the husky, blase Denham was leaning forward on his desk watching me". Here blase means

   A. blessed
   B. bold
   C. bored
   D. blunt.

3. The sentence, "the younger ones will ape everything you do or say" means that the younger ones will

   A. act like monkeys
   B. initiate what you do
   C. appreciate what you do
   D. criticise your actions.

4. "Pamela Dare has just barged her way in". Here 'barged in' means that she

   A. entered quickly
   B. walked in late
   C. rushed in rudely
   D. stepped in awkwardly.

5. "They were interested in spite of themselves".

   This means that they

   A. were very interested in what Mr. Braithwaite was saying
   B. were interested though they did not want to be
   C. resented some of the boys showing an interest
   D. were interested but did not want to show it.

6. "Now, is there any lady present whom you consider unworthy of your courtesies ?" When he said this Mr. Braithwaite wanted Potter to say if there was any lady present whom he

   A. did not like
   B. really admired
   C. did not respect enough to address politely
   D. thought should always be called "Miss".

7. "This last bit was right off the cuff".

   When Mr. Braithwaite said this he meant that

   A. he had removed something from his cuff
   B. he had made it up on the spur of the moment
   C. what he had said was not at all relevant
   D. the last bit was totally off the point.

8. "I gave them a moment to digest this". This means that Mr. Braithwaite waited for the students to

   A. be served the next course of food
   B. tell him that what he said was unpleasant
   C. diagest the food they had just taken
   D. think over and understand what he had said.

9. After Mr. Braithwaite's comment regarding Miss Dare's entrance, her classmates watched her with

   A. the hope that she would defy the teacher
   B. anger because she had annoyed the teacher
   C. eagerness to see what she would do next
   D. surprise because she blushed.

10. "She was quite pleased about it and promised to lay it on thick". This means that Grace Dale Evans was going to

A. spread the butter thickly
B. arrange for a thick carpet in the Domestic science room
C. give them a sound scolding for their bad behaviour
D. advise them repeatedly and in great deal.

11. "You are the top class ; the operative world is "top". Explain the meaning of operative in this sentence. 1

12. "You will be embarked on the very adult business of earning a living". What is the word 'embark' normally associated with ? 1

13. Use the phrase "earning a living" in a sentence of your own. 1

Answer questions 14-17 in 40 to 50 words each.

14. "I'd have to see Grace about it during recess, but I felt sure she'd help". What did Mrs. Dale Evans teach and why did Mr. Braithwaite require her help ? 3

15. How would the conduct of the junior boys be the responsibility of the boys in the 'top' class ? 3

16. "I have decided that from now on you will be treated, not as children, but as young men and women, by me and by each other." Why did Mr. Braithwaite think this was necessary ? 3

17. What arguments did Mr. Braithwaite use to convince Potter that the boys should call the girls in the class "Miss". 3

18. Describe what happened when Miss Dare came to class late. (Answer in 80 to 100 words). 5

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5	6	7	8	9	10
Key	B	C	B	C	B	C	B	D	C	D
Marks	½	½	½	½	½	½	½	½	½	½

Q. No.	*Outline Answer*	*Value points*		*Marks*
11.	'operative' means important or significant or key word.			1
12.	a ship.			1
13.	correct usage.			1
14.	Mrs. Dale Evans taught Domestic science. Being a man Mr. Braithwaite could not give the girls the same type of advice as she could give. The advice would deal with personal hygiene, care of clothes and principles of lady-like behaviour.	Knowledge Comprehension Expression	1 1 1	3
15.	The junior boys would imitate and hero-worship their seniors. Thus it was necessary for them to set a good example.	Comprehension Expression	1 2	3
16.	The students would be treated as young men and women because 1. in six months they would be leaving school to earn their own living. 2. certain higher standards of conduct were expected of them as young adults 3. it will help in establishing his rapport with the class.	Comprehension Expression	2 1	3
17.	The two arguments are (i) the girls are all worthy of respect and courtesy. (ii) it would be good practice for them when they leave school and start working.	Comprehension Expression	2 1	3
18.	1. Miss Dare enters rudely and very late. 2. She expects admiration 3. Mr. Braithwaite describes the two ways of entering and asks her to demonstrate the right way. 4. She is angry but does as he asks. 5. This is a victory for Mr. Braithwaite.	Knowledge Expression	2 35	

QUESTION-WISE ANALYSIS

Serial Number	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
1.	Knowledge	Recognises	Language	O	½	1	B	
2.	,,	,,	,,	O	½	1	A	
3.	Comprehension	Grasps	,,	O	½	1	B	
4.	,,	,,	,,	O	½	1	B	
5.	,,	,,	,,	O	½	1	A	
6.	,,	,,	,,	O	½	1	B	
7.	,,	,,	,,	O	½	1	B	
8.	,,	,,	,,	O	½	1	C	
9.	,,	Infers	Text	O	½	1	B	
10.	,,	Grasps	,,	O	½	1	A	
11.	Expression	Uses words	Language	VSA	1	1	B	
12.	Knowledge	Recalls	,,	VSA	1	1	B	
13.	Expression	Uses words	,,	VSA	1	2	B	
14.	Knowledge, Comprehension+ Expression	Recalls, Infers, uses words	Text	SA	3	4	B	
15.	Comprehension+ Expression	Interprets+ uses words	,,	SA	3	4	B	
16.	,,	Infers+uses words	,,	SA	3	4	B	
17.	,,	Interprets & uses words	,,	SA	3	4	B	
18.	Knowledge & Expression.	Recalls+uses words	,,	E	5	7	B	

3 mts. are reserved for revision.

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

GUIDELINES FOR GOOD TALK

BLUE PRINT

UNIT : GUIDELINES FOR GOOD TALK

MAXIMUM MARKS : 25

CLASS : XI

TIME : 40 Minutes

Objective / Form of Question / Content Unit	Knowledge				Comprehension				Expression				Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content			3(3)	2(2)			1(1)	2(2)					8(8)
Textual Content			1(1)		3(1)*	4(2)*	4(4)		3(—)*	2(—)*			17(8)
SUB-TOTAL			4(4)	2(2)	3(1)	4(2)	5(5)	2(2)	3(—)	2(—)			25(16)
TOTAL	6(6)				14(10)				5(—)				25(16)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 6
Short Answer (SA)	No. 2	Marks : 6
Very Short Answer (VSA)	No. 9	Marks : 9
Objective (O)	No. 4	Marks : 4
	16	25

Scheme of Options : Nil

Scheme of Sections : Nil

Guidelines for Good Talk

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the question carefully before you try to answer it.
C. Marks are indicated against each question.
D. Question 1-4 have four answers each, marked A, B, C and D. Write the letter of the correct answer A, B, C or D alongwith the serial number of the question.

1. "I am thinking, rather, of one of the highest manifestations of human intelligence." 1
The adverb 'rather' in the above sentence means

   A. more truly
   B. most willingly
   C. to some extent
   D. preferably. 1

2. The phrase 'small talk' is closest in idea to

   A. inconsequential chit-chat
   B. make conversation
   C. talk on kitchen topics
   D. bridge talk. 1

3. Cloth weighty matters in a motley, garb'
The implied meaning of 'motley' here is

   A. light
   B. comic
   C. colourful
   D. serious.

4. 'To be meaningful, a conversation should head in a general direction' 1
In the above, the phrase 'to be meaningful' means to

   A. have several meanings
   B. be significant
   C. be interesting
   D. be exact.

5. To be a good conversationalist it is necessary to be a good listeneer also. Why ? 1

6. What is the writer's opinion about a player who always wants to win ? 1

7. Give one example of 'enforced conversation'. 1

8. 'In the first place, certain subjects should be taboo'. Why should certain subjects be taboo for general conversation ? 1

9. 'Conversation is a zestful transaction, not a briefing or a lecturing'. In what respect is conversation different from briefing or lecturing ? 1

10. 'The stories of my friend were not liked because the events in them were not *artfully plotted*'. What does the phrase 'artfully plotted' mean in the above sentence ? 1

11-13 Explain the following terms in one sentence each :

11. transform abstractions into language. 1

12. mutual edifice of ideas. 1

13. convey images from one mind to another. 1

14. 'Good conversation is essentially a mutual search for the essence of things'.
Describe two conditions that adversely affect this 'mutual search'. 3

15. 'Pity the husband or wife with a garrulous mate'. Write in 30 words why we should pity such a husband or wife. 3

16. 'Its the quality, not the quantity, that counts.' In about 80 words apply the maximum to good talk. 6

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4
Key	A	A	C	B
Marks	1	1	1	1

Q. No.	*Outline Answer*	*Value points*		*Marks*
5.	Otherwise exchange of ideas would not be possible.			1
6.	He condemns him outright.			1
7.	For example, the hostess tells Mr. X to relate his experience in U.K. (or any other example).			1
8.	Because they are dull and specialised.			1
9.	Conversation is not done by a single person.			1
10.	Skillfully arranged.			1
11.	Ability to put abstract thoughts into language.			1
12.	Ability to arrange ideas in an order and be able to share them.			1
13.	Communicating one's ideas and images to others.			1
14.	(a) If one person does all the talking.		1	
	(b) If two persons are taking at the same time.	Expression	1 -1	3
15.	— The other spouse would loose interest and not participate.			
	— would be bored but compelled to listen.	Comprehension Expression	-2 -1	3
16.	— In most circumstances silence is preferable to inconsequential chit-chat.			
	— Certain dull and specialised subjects should be taboo.			
	— Illness and operations not to be discussed.			
	— Conversation should be zestful but not offensive, weighty and stubborn.			
	— It should be enjoyable and meaningful.	Comprehension Expression	-3 -3	6

QUESTION-WISE ANALYSIS

Serial Number	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
1.	Comprehension	Grasps the meaning	Language	O	1	1	A	
2.	Knowledge	Recalls	,,	O	1	1	B	
3.	,,	,,	,,	O	1	1	C	
4.	Comprehension	Grasps	,,	O	1	1	B	
5.	,,	Infers	Text	VSA	1	2	B	
6.	,,	,,	,,	VSA	1	2	B	
7.	Knowledge	Recalls	,,	VSA		2	C	
8.	Comprehension	Infers	,,	VSA	1	2	B	
9.	,,	Interprets	,,	VSA	1	2	B	
10.	,,	Grasps	Language	VSA	1	2	B	
11.	Knowledge	Recalls	,,	VSA	1	2	B	
12.	,,	,,	,,	VSA	1	2	A	
13.	,,	,,	,,	VSA	1	2	B	
14.	Comprehension+ Expression	Interprets+ expresses	Text	SA	3	4	B	
15	,,	,,	,,	SA	3	4	B	
16.	,,	,,	,,	E	6	7	A	

3 mts. for revision

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

HUNTING BIG GAME WITH THE CAMERA

BLUE PRINT

UNIT : HUNTING BIG GAME WITH THE CAMERA

MAXIMUM MARKS : 25

CLASS : XI

TIME : 40 Minutes

Objective	Knowledge				Comprehension				Expression				Total
Form of Question / Content Unit	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content			3(6)										
											2(2)		
			3(3)										8(11)
Textual Content					*3(1)				*2(—)				17(5)
						6(4)				4(—)*			
SUB-TOTAL			6(9)		3(1)	6(4)			2(—)	4(—)	2(2)		25(16)
TOTAL	6(9)				11(5)						8(2)		25(16)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Esssy (E)	No. 4	Marks : 5
Short Answer (SA)	No. 11	Marks : 12
Very Short Answer (VSA)	No. 11	Marks : 8
Objective (O)	No. 16	Marks : 25

Scheme of Options : Nil

Scheme of Sections : Nil

Hunting Big Game with the Camera

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before answering them.
C. Marks are indicated against each question.

TEST

1-6 The word 'got' is commonly misused. Replace each of the underlined words, with a single word which has the same meaning. 3

When we *got up* (1) in the monring, mother was *getting* (2) our breakfast *ready*. (2) We *got ready* (3) and went downstairs. Father *got* (4) the car out of the garage.

He asked us to get in as he was going our way. He wanted *to get hold of* (5) Mr. Smith before he *got off* (6) for his office.

7-9 Replace the following sets of words with a single word or phrase which includes all of them.

7. lion, hyena, rhino. 1
8. bows and arrows, swords, guns, missiles. 1
9. camera, camera-stand, flash-gun, lens, filter 1

10-11 Explain the following phrases in not more than twelve words.

10. a one-sided game 1
11. asking for trouble 1

12-15 Answer questions 12-15 in 40 to 50 words each.

12. Why does the author feel that in the present day, hunting can scarcely be called a sport at all ? 3
13. With regard to hunting big game with the camera why does the author disagree with the description of bygone days as "those good old days" ? 3
14. "Thus it was that I turned to the camera". What made the author to replace the rifle with the camera, while hunting ? 3
15. Give two reasons why the author and his friend Clark found it delightful to camp on the banks of a nearby dry river. 3
16. What impression do we get about Dugmor's personality from this lesson ? (Answer in 80 to 100 words) 5

MARKING SCHEME

Q. No	*Outline Answer*	*Value Points*	*Marks*
1.	got up—AWOKE		½
2.	getting ready—PREPARING/COOKING		½
3.	got ready—DRESSED		½
4.	got—DROVE/TOOK		½
5.	get hold of—CONTACT/CATCH		½
6.	got off—LEFT		½
7.	dangerous wild animals		1
8.	weapons		1
9.	photographic apparatus/equipment/outfits		1
10.	Match/game having one team/side much stronger/weaker than the opposing team/side		1
11.	When a person does something which leads him into avoidable difficulties.		1
12.	1. It does not involve overcoming difficulties. 2. It has become easy and success is certain. 3. Animals have no chance against modern rifles therefore, less excitement and danger. 4. Advantages are all on the side of the hunter.	Comprehension-2 Expression -1	3
13.	1. Photographic equipment was very crude and inadequate. 2. It was very heavy to carry. 3. Not easy to manipulate.	Comprehension-2 Expression -1	3
14.	1. he wanted to enjoy hunting without killing. 2. the joy of being out-of-doors and watching birds and animals in their natural habitat and bringing back record.	Comprehension-2 Expression -1	3

No Way But Onwards

Time : 40 Minutes
Max. Marks : 25

Instructions

A. All questions are compulsory.
B. Read the questions carefully before answering them.
C. Marks are indicated against each question.

1-3 Answer questions 1 to 3 in one sentence each.

1. Why is there a tendency to exert caution before committing the world to something that is useful? 1
2. What was the main basis of the tyranny of the king, the aristocracy and the priest? 1
3. What is the solution of all the problems caused by scientific advancements? 1
4. What is the major use of dynamite? 2
5. "Abandon agriculture and out of every 10,000 people only 100 survive". why? 2

6-9 Answer questions 6-9 in 30 to 40 words.

6. What are the good and bad side effects of nuclear energy? 3
7. How does the author show that medical advancement, in spite of its benevolent functioning, is dangerous to humanity? 3
8. "Not until science became prominent did slavery come to be recognised as a dreadful wrong". How? 3
9. Why, according to the author, can we not go back to a simpler way of life? 3
10. Show how the lesson "No Way But Onwards" is a defence of scientific advancements in spite of their side effects. (Answer in about 100 words). 6

MARKING SCHEME

Q. No.	Outline	Value Points	Marks
1.	Because it may have pleasant side effects.		1
2.	Rich harvests		1
3.	Still further advances in technology		1
4.	Earth can be moved at a rate far beyond that of pick and shovel without brutalising men by hard labour.	Knowledge-1 Expression-1	2
5.	If agriculture is abandoned people would not be able to have enough food and ultimately they would starve.	Comprehension-1 Expression-1	2
6.	*Good side-effect:* It offers the world the possibility of fusion power as an ultimate solution to men's energy. *Bad side-effect:* It has placed all the earth under threat of destruction.	Knowledge-2 Expression-1	3
7.	Medical advancement has gone to such a high degree that there is a great fall in the death rate and it has resulted in population explosion. Population explosion, in turn, causes trouble for mankind.	Comprehension-2 Expression-1	3
8.	With science getting prominence, man began to doubt and reason the values he had so far lived with. The machine worked for him and consequently there was no need for slavery.	Comprehension-2 Expression-1	3
9.	Because men have addicted themselves too much to the scientific products. Even if they are able to return, there would be problems because of increase in population	Comprehension-2 Expression-1	3
10.	1. Some new scientific advancements : dynamite ; in the field of medical science, industry, and agriculture. 2. Their blessings 3. The adverse side effects that go along with them	Comprehension-3 Expression-3	6

QUESTION-WISE ANALYSIS

Serial Number	Objective	Specifications	Content Unit	Type of Question*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
1.	Knowledge	Recalls	Textual content	VSA	1	1	C	
2.	Comprehension	Identifies relationship	—do—	VSA	1	1	A	
3.	Knowledge	Recalls	—do—	VSA	1	1	C	
4.	Knowledge + Expression	Recalls + expresses	—do—	SA	2	3	C	
5.	Comprehension+ Expression	Infers+ expresses	—do—	SA	2	3	B	
6.	Knowledge+ Expression	Recalls + expresses	—do—	SA	3	4	C	
7.	Comprehension+ Expression	Identifies relationship + expresses	—do—	SA	3	5	A	
8.	—do—	Infers + expresses	—do—	SA	3	5	A	
9.	—do—	Interprets+ expresses	—do—	SA	3	4	B	
10.	—do—	Infers+ expresses	—do—	E	6	10	A	
					25	37mts.		

3 minutes for revision

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

\+ *A for Difficult*
B for Average
C for Easy

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